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ABSTRACT

An overview is provided of the development of a program review process and instrument, and the subsequent validation of the process on three programs at Delgado Community College (DCC) in Louisiana. First, introductory material describes DCC's commitment to the development of a program review process as a means of enabling the college to respond more quickly to technological and economic changes. Next, the steps involved in developing the review process and instrument are outlined, including: (1) reading and studying of existing documents, including forms used by the Louisiana Board of Regents; (2) interviewing division chairs, associate deans for instruction, and the director of curriculum development to determine what information these administrators wanted a review document to provide and their concerns about how the program review data would be used; (3) creating a document showing the sequence of program review activities and the role of individuals in the process; and a review instrument consisting of "summary" and "highlights" sheets, a summary of recommendations, eight sections of questions, and a list of attachments; (4) gaining the approval of key academic administrators; (5) testing the process and instrument on the English as a Second Language, Early Childhood Education, and Drafting programs; and (6) implementing the system. Next, descriptions are provided of the review documents, followed by a discussion of potential problems and benefits. Appendices include a bibliography of materials on program review and DCC's program review documents. (LAL)

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PROGRAM REVIEW:

A MODEL COMMUNITY COLLEGE PROCESS AND INSTRUMENT

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PROGRAM REVIEW: A MODEL COMMUNITY COLLEGE PROCESS AND INSTRUMENT

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INTRODUCTION

A primary mission of community colleges is to provide education programs which meet the needs of individuals and businesses in their communities. Although community colleges typically add new courses and programs in response to stated or likely needs, technology and the economy have changed faster than colleges have been able to respond. As a result, some programs are no longer necessary, others require updating, and still others need to be developed.

As Louisiana's only public, comprehensive community college, Delgado Community College has shared this concern with maintaining the relevancy of its programs to its constituents. In order to respond more quickly to technological and economic changes, the College committed itself to the development of a program review process suitable for its one- and two-year academic, vocational, and technical programs. In addition, administrators determined that the review process should fit the nature of the College, which is a public, open-admissions, two-year institution with 10,000 students on two campuses in urban New Orleans. Its certificate and associate degree areas encompass 39 areas as diverse as Aircraft Maintenance Technology, Commercial Art, Manual Communication, Music, and Respiratory Care Technology.

After obtaining a three-year grant under Title III, Strengthening Developing Institutions Programs, Delgado Community College hired me for the position of instructional design specialist in November, 1982. My primary assignment for the first year of the grant was to develop a program review process and instrument and to validate them on three programs. In the discussion to follow, I will first describe the stages of developing the program review process and instrument and their validation on three programs. Following the presentation of the resulting program review documents, I will assess their value to the institution in terms of dealing with problems inherent in conducting program reviews and the benefits accrued to a well-planned curricular review process.

PROCESS AND INSTRUMENT DEVELOPMENT

1. Preliminary Reading and Study of Existing Documents.

In order to avoid re-inventing the wheel, I first read the reports of others engaged in the program review process. (A list of items I found helpful are included in Appendix A.) As a second step, I examined the forms used by the Louisiana Board of Regents

for its academic program reviews and the questions suggested by the Southern Association of Colleges and Schools (SACS) for departmental self-studies. Although each organization's forms and questions proved useful, the material of each needed adaptation to fit a comprehensive community college's requirements.

The forms from the Louisiana board of Regents are important: they reflect the state constitution's provision for the Regents' responsibility to approve or disapprove the offering of degree programs in Louisiana public colleges and universities. The board "will periodically review and evaluate program quality and productivity at all levels of higher education" (Louisiana Board of Regents, Academic Affairs Policy 2.05.01); however, to review all certificate and degree programs at all nineteen state institutions on a regular basis is impossible for the Board's modest staff. Thus, its calls are irregular and reflect current concerns of the board. Nonetheless, implementing a review process and document which do not dovetail with the Board's instrument would create an unnecessary burden on the Delgado staff.

After examining the document, I decided not to use it "as-is." The Board's instrument requests descriptive information which Delgado administrators already have at their fingertips. In addition, the Board's instrument requests information which Delgado administrators would not use at all. For example, the Regents' question on Breadth of Coverage--"Please describe the subfields you offer"-- is inappropriate. Delgado administrators all know that Electrical Engineering Technology has concentrations in Power, in Instrumentation, and in Electronics. In addition, the Board's instrument is designed to accommodate graduate degrees; consequently, the question on Library Resources--"What are the special strengths in available library resources as they relate to the current program"--is likewise inappropriate more often than not. The electricians trained at Delgado master only one volume: The National Electrical Code. Other program areas at Delgado are not that different.

Finally, the Board's instrument does not address two primary concerns at Delgado: market demand and program costs. For example, the Board document calls only for a list of costs for the program. It does not call for information permitting the evaluation of those costs.

I am not implying that the Regents' instrument has little utility for Delgado. Much of its form is appropriate; however, it is fair to say that the adaptation of its form resulted in an instrument which better fits Delgado's certificate and associate degree programs and its predominantly technical/vocational curricula. It also responds more directly to the need for market demand and cost effectiveness evaluations. At some future time, the Delgado instrument may replace the Regents' instrument for Board-initiated review of Delgado degree programs; even if the Delgado instrument does not replace the state instrument, it at least harmonizes with it and provides much of the same information.

Just as the College must conduct Board of Regents program reviews, it must also prepare a college-wide self-study for SACS. Here, too, it is undesirable to unnecessarily duplicate effort by asking for partial information, the wrong information, or for information in a format inappropriate for a SACS review. The idea

here, as with the adaptation of the Regents' instrument, is to use the SACS questions to dovetail the SACS and Delgado review instruments as much as possible.

The SACS review questions, like the Regents' questions, are, by and large, not pertinent to the College's needs. For one thing, the SACS institutional self-study questions are geared to the whole institution, not to a single major. The whole focus is, therefore, off. The "Suggested Outline of a Department Study" portion is made up of either inappropriate or general questions. Yet, here again, the SACS material provided several individual questions that met Delgado's needs. In fact, all topics covered in the SACS academic program questions and in the departmental study questions are addressed, in one way or another, by more specific and relevant questions in the Delgado instrument which evolved.

2. Interviewing.

Not only did I wish to avoid re-inventing a program review instrument, I also wanted to avoid inventing something no one wanted. As a second step in the development of the instrument, then, I interviewed all academic administrators on both campuses. Since administrators make the review process work and are both the primary users and the intended audience of the reviews, it was imperative that they not be handed something they had no say in. Consequently, I interviewed each division chair, each associate dean for instruction, and the director of curriculum development. During the interview, I asked the division chairs two questions: "If you could create your own program review document, what would you want it to tell you?" and "What do you fear?" The first question invited administrators to cite what they thought the instrument had to uncover, for if it was not meaningful to these first- and second-level administrators, it would never get the use or support it needed in order to work. The second question attempted to uncover the concerns administrators and their faculty had about how the program review data would be used. If the instrument did not serve to collect information to prevent poor decisions, faculty participants in the review might be uncooperative. Following these two questions, I asked the administrators what they thought of ideas gleaned from reading and the interviews of others. The purpose of this line of questioning was to identify which ideas were most acceptable, to build consensus, and to prepare administrators for the draft they would be asked to approve later. After asking the deans and the director of curriculum development the first two questions, I added one more to their interview: "Why do want a program review?" This question helped to establish a sense of the need for a review process from the institution-wide perspective of those who asked for the funds to create it.

3. The Creation of the Documents.

Upon completion of the interviews, I used notes from the reading and interviews to create two documents. First, I made a flowchart of the program review process, showing the sequence in which given individuals would participate in the review. (See

Appendix B.) Attached to it was a Program Review Roles Sheet, which described what each person was to do at his or her involvement in the review. The second document, referred to as "the instrument" is made up of a Summary Sheet, a Highlights Sheet, a Summary of Recommendations, a Narrative of eight sections of questions, and a list of the appendices to be attached. These documents, in Appendix B, will be discussed below. Once the documents were drafted, all administrators who had been interviewed looked at them and suggested improvements. I synthesized their comments and incorporated them into the revised documents.

4. The Approval of the Process and Instrument.

Gaining the approval of key academic decision-makers was the crucial stage in the development process, since the purpose of the grant was to enable the institution to develop a system for program review it could keep. In order to ensure wider acceptance of the system, therefore, I sought the formulation and advice of a Program Review Subcommittee of the Academic Planning Council. This group was composed of campus deans, both associate deans for instruction, one tenured faculty member, one division chair and the director of curriculum development. After approving the development process and the developed instrument, the group identified three programs that the instrument was to be verified on. Three months later, following the verification, the subcommittee also approved revisions to the process and instrument, recommended the implementation of the review process and agreed on the sequence for reviewing all 39 certificate and degree program areas.

5. Testing the Process and Instrument.

Good ideas always need confirmation, and oversights and unforeseen problems in a process require correction and adaptation. In order to verify the process and instrument for the program reviews at Delgado, the subcommittee and I chose three programs for testing our new process and instrument. The programs for this testing were English as a Second Language (ESLN), early Childhood Education (ECED) and Drafting (DRAF). ESLN, a non-degree program of 450 students, had just completed a major overhaul of its curriculum. Its director and the division chair both wanted a review to find out how their program was working. The other two programs--one in the human services of "soft" area, and one in the technology or "hard" area--were chosen as "safe" programs. That is, both were healthy programs and had nothing to fear from this new process the faculty had yet to experience. This choice of programs permitted me, as Instructional Design Specialist, to discover the flaws in the instrument and process before having to defend them. The program review document was ready for testing by summer; however, that was when many faculty were not available. As a result, for the test, I completed all the paperwork for the ESLN review under the guidance of the ESLN director, who supplied information about the program and edited the text. For the ECED review, the lead instructor had a supplemental contract to come on campus to do the review. For

DRAF, I served as scribe to one of the two instructors, both of whom were teaching overloads for the summer.

6. The Implementation of the System.

After this trial use, I revised the document to improve its clarity and then obtained the approval of the Program Review Subcommittee to implement the revised process and instrument. Since five years seems to be as long as a program should go without a review, we now review each degree program every fifth year according to a schedule which I proposed and the Program Review Subcommittee approved. That amounts to eight reviews per year, four per semester. An explanation of each document which resulted from the development process follows; the documents themselves are in Appendix B. Readers will find that the explanations are more understandable if they have a copy of the documents before them as they read the explanations.

DOCUMENTS

Flowchart and Roles Sheets. The flowchart is a representation of the organizational hierarchy at Delgado. It identifies in correct sequence each person or group that must do something for the review. Solid lines, except from graduates and from program advisory committee and employers, represent line authority while dotted lines represent advisory relationships that are optional for purposes of the review. The flowchart is probably unique for Delgado and should be modified to fit the organizational chart of any other institution.

The roles sheet which accompanies the flowchart describes each person or group's part in completing the program review.

Instruments. The completed review is made up a Summary Sheet, Highlights Sheet, Summary of Recommendations, Narrative, and Appendices.

The Summary Sheet serves two purposes. The first is to identify for administrators the strong and weak areas of the program at a glance. The lead instructor who writes the narrative (except for Sections 4 and 7 on Quality of Graduates and on Income : Expense Ratio) indicates by topic how his or her program currently fares. Sections 4 and 7 have no boxes since the instructional design specialist currently writes up those two sections as a service to the joint faculty committees. In the case of Section 7, lead instructors do not have budgetary responsibility and are unable to comment on the budget. Currently, division chairs extract a program budget from the division budget for the review. The second purpose of the Summary Sheet is to provide a sign-off space for the lead instructor, division chair, and associate dean for instruction to indicate whether they have added comments reflecting their division-wide or campus-wide perspectives.

The Highlights sheet is an attempt to give the program's facts at a glance. The upper half--from Program Title through the list of Part-Time Faculty--is called for by the Louisiana Board of Regents. The lower half, containing Enrollment History data and Financial History data, is deemed very important by Delgado administrators.

The way enrollment data is presented on the Highlights sheet is an attempt on the part of the instructional design specialist to allay the fear of some faculty that administrators will look at the current semester's enrollments and, if they are low, conclude that the program is dying and in need of termination. The Enrollment History part of the sheet tries to portray enrollments as trends within the context of the overall institution. If enrollments are down this year, it could be just a dip in a general upswing and therefore should not cause concern. For instance, take a program that, from 1979-1980 through 1983-1984 has had these enrollments: 636, 679, 842, 996, 860. Looking at the 860 causes concern if we recall only the immediately preceding semester's enrollment and do not look at the whole trend. Context is important. It is as important, however, to look at other variables. If enrollments drop but majors and graduates hold stable or increase, the program may be providing fewer students with electives or attracting fewer students who want a course or two for job enrichment instead of a degree. In sum, individual semester enrollments are made meaningful within the context of time and in relationship to majors and graduates over time.

Program costs are likewise presented within their context on the Highlights sheet. Program costs are critical for a formula-funded public two-year institution that has the lowest tuition of all nineteen state institutions of higher education in Louisiana. Some 79% of all Delgado revenue comes from state formula dollars. Thus, the College is particularly sensitive to enrollment fluctuations. With much of the cost of instruction going for part-time instructors in semester by semester contracts, the institution is somewhat able to adjust budgets to fluctuations in enrollments. Program costs are as important to faculty and division chairs as they are to higher administrators. Faculty in particular fear that the president's executive council will favor program termination--and the elimination of their jobs--whenever the governor orders mid-year budget cuts, as he has had to do for five years in a row, thereby causing the College to look for cost centers which it can do without. Since Delgado is a teaching institution with many degree areas staffed by one full-time instructor who has been at the College for a long time, a logical place to look for cuts is in the instructional area. Many of the traditional trades are costlier than, say, many of the traditional humanities disciplines since they require smaller classes and costly equipment and supplies. Thus it is desirable to have a measure of how well a program is holding its own, that is, paying for itself and bearing its portion of institutional overhead costs. The vice-president for business has determined that, generally, a program must spend no more than 80% of its state formula-generated income if it is not to be a strain for the institution. Again, seeing this cost information over time helps to keep one's thinking in perspective.

The Narrative section contains questions under eight headings that represent important concerns for Delgado administrators. Each section is headed by a list of data sources that the lead instructors and their fellow faculty must use in answering the questions. Most of the questions are adapted from other sources, predominantly the Louisiana Board of Regents

program review instrument and the SACS departmental study questions. All are cast in terms that reflect what administrators expressed as important and what the literature and other instruments had that was deemed appropriate for Delgado. Questions calling for prose answers are preferable to a checklist since they give program faculty a greater sense of control over what is said of their program.

The Appendices attached to the Narrative--a list of other college curricula examined, course syllabi, graduates' survey returns, advisory committee survey returns, and faculty resumes, --are items that support the Curriculum and Quality of Faculty sections. When the review is mailed to advisory committee members, a list of program requirements and course descriptions is included for reference.

The Summary of Recommendations sheet, completed only after the narrative is finished, distills the recommendations from each section in the Narrative onto a single page and serves as an agenda for administrators' discussions. It is placed immediately after the Highlights sheet.

POTENTIAL PROBLEMS

No change is without potential problems. Institutions wanting to implement the program review process and instrument described here will have to consider at least the following possibilities. One, although the faculty are the best source of information about a program's needs, they are often not writers. It may be that a staff person from the curriculum development office or a trained faculty member on release time should provide staff support and even help the program faculty as writer. Two, strongly hierarchical and centralized institutions may have low faculty commitment to institutional and administrative needs. Such institutions may want the institutional research office to do the review. Three, the review described herein requires an institutional research or management information system that is service-oriented, else slow downs can be expected. Getting catalogs from other institutions, finding comparable programs in them, obtaining enrollment data, mailing surveys to graduates all take time that instructors who teach five courses with four preparations can not do.

BENEFITS

An academic program review is done for a variety of reasons. This one has at least two benefits. One is a sense of control that faculty feel that they have. It is the faculty who draw upon their expertise to write the narrative. What administrators read is what faculty have to say. Thus it gives faculty a sense of importance and respect which some had not felt for some time. A second benefit is the effect program reviews have upon administrators. It is difficult for administrators at a 10,000-student institution on two campuses to keep abreast of developments in each of 40 degree programs. The reviews give a comprehensive picture of each program which enable administrators to make more informed decisions. Both benefits are welcome changes.

APPENDIX A.
SOURCES OF IDEAS ON PROGRAM REVIEW

A Marketing Approach to Program Development (Washington: Council for the Advancement of Small Colleges, 1978).

Scarvia B. Anderson, Samuel Ball, Richard T. Murphy et al., Encyclopedia of Educational Research (San Francisco: Jossey-Bass, 1978).

Robert J. Barak, Program Review in Higher Education: Within and Without (Boulder: National Center for Higher Education Management Systems, 1982).

Howard R. Brown, ed., Evaluating Institutions for Accountability (San Francisco: Jossey-Bass, 1974).

Arthur W. Chickering, David Halliburton, William H. Berquist, and Jack Lindquist, Developing the College Curriculum: Handbook for Faculty and Administrators (Washington: Council for the Advancement of Small Colleges, 1977).

Paul L. Dressel, Handbook of Academic Evaluation (San Francisco: Jossey-Bass, 1976).

H. R. Kells, Self-Study Processes: A Guide for Postsecondary Institutions (Washington: American Council on Education, 1980).

Raymond N. Kieft, Academic Planning: Four Institutional Case Studies (Boulder: National Center for Higher Education Management Systems, 1978).

Louisiana Board of Regents, "Format for Review of Existing Academic Program" (mimeo).

Louisiana Board of Regents, "Guidelines for Consultants' Evaluation" (mimeo).

Betty McMichael, "The Who, What, When, Where, and Why of Program Evaluation in Universities Offering Doctoral Degrees,"Boulder: University of Colorado, Office of the Coordinator of Academic Planning (mimeo) 1973.

Richard I. Miller, The Assessment of College Performance: A Handbook of Techniques and Measures for Institutional Self-Evaluation (San Francisco: Jossey-Bass, 1979).

David A. Payne, ed., Curriculum Evaluation: Commentaries on Purpose, Process, Product (Lexington: D. C. Heath, 1974).

Leonard Romney, Measures of Institutional Goal Achievement (Boulder: National Center for Higher Education Management Systems, 1978).

Robert C. Shirley and J. Fredericks Volkwein, "Establishing Academic Program Priorities," Journal of Higher Education, 49(1978), 472-488.

Southern Association of Colleges and Schools, Manual for the Institutional Self-Study Program of the Commission on Colleges (Atlanta: SACS, 1972).

J. Frederics Volkwein, "Evaluation of Academic Programs: A Report Prepared for the council on Educational Policy, SUNY-Albany" (mimeo) 1976.

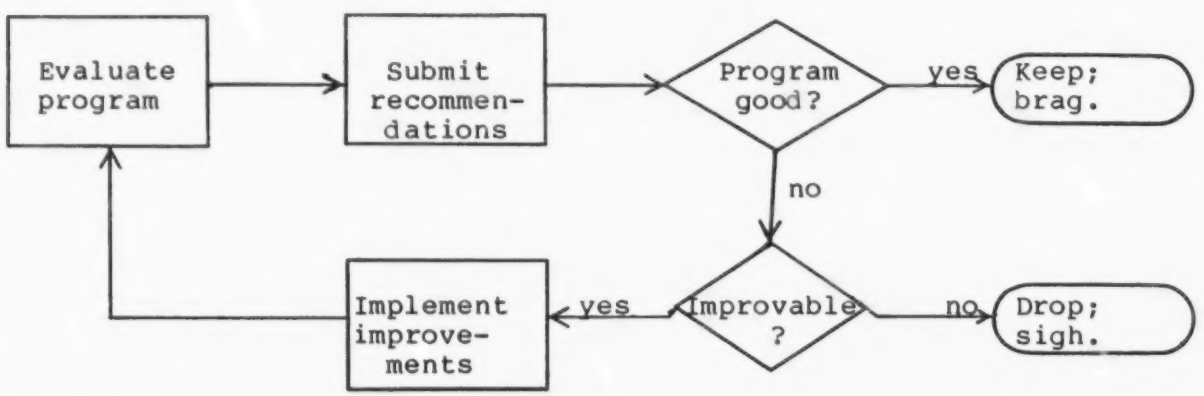
APPENDIX B.

DELGADO COMMUNITY COLLEGE'S PROGRAM REVIEW INSTRUMENT.

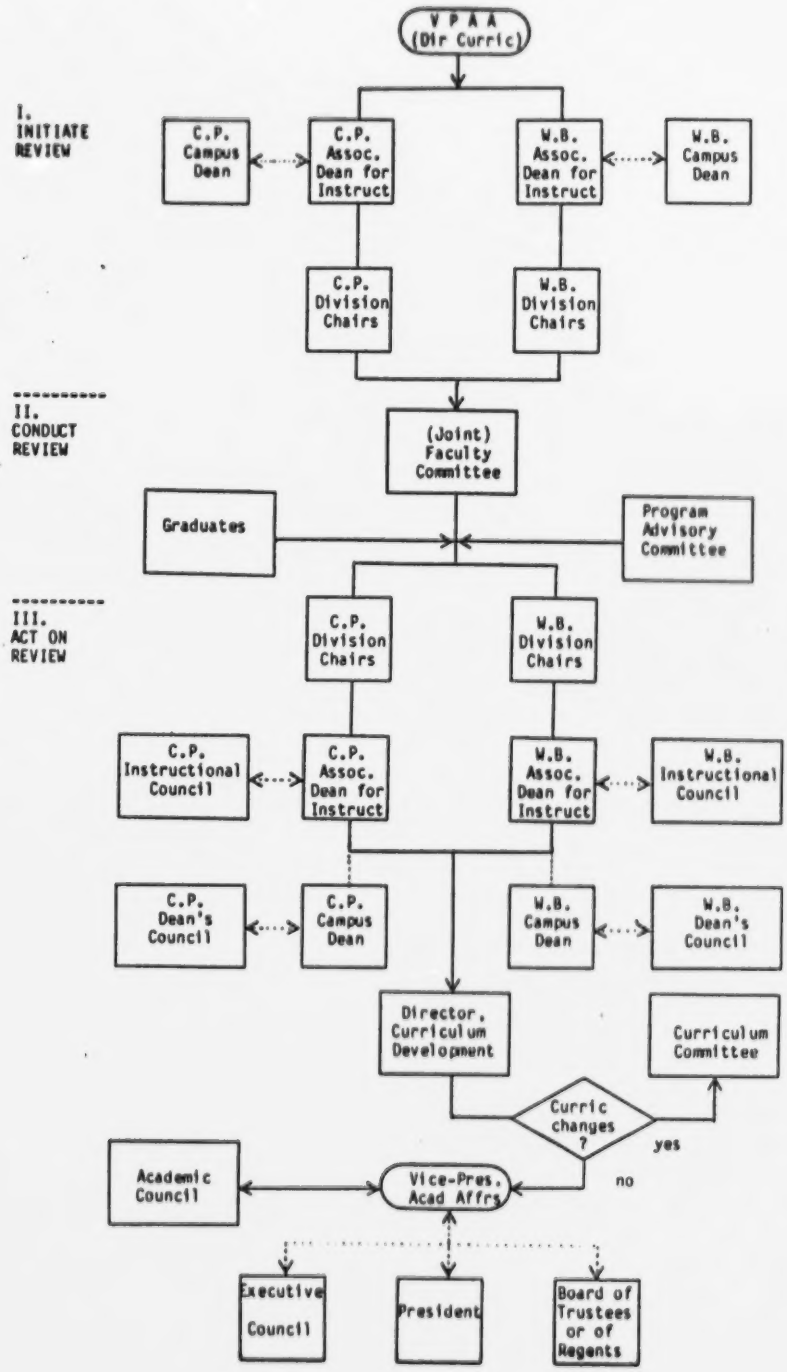
* Decision Model
* Flowchart
* Roles Sheet
* Review Schedule
* Summary Sheet
* Highlights Sheet
* Summary of Recommendations
* Narrative
* Appendices

PROGRAM REVIEW
DECISION MODEL

Program faculty with assistance of division chairs and advisory committee	Division Chairs and deans	Vice-president for academic affairs with advice of academic council



PROGRAM REVIEW PROCESS



PROGRAM REVIEW ROLES

A. Initiate Review.

1. **Vice-President for Academic Affairs (via Director of Curriculum Development).**
   Notifies associate deans for instruction in accordance with schedule approved by Program Review Subcommittee.
2. **Associate Deans for Instruction.**
   Notify appropriate division chairman. Approve chair's selection of joint faculty committee members. Discuss due date with chairs; set due date; discuss possible timetable with chair.
3. **Division Chairs.**
   Meet with each other (if the program is on both campuses) to recommend faculty to serve on review committee. (This should be 3 or 5, although it may even have to be 1.) Monitor review progress and insure timely completion of a thorough report.

B. Conduct Review.

4. **Joint Faculty Committee.**
   Read guidelines for program review, data sources. Write report. Mail review with survey questionnaire to advisors, employers and graduates. Submit review with survey returns and appendices to division chairs.
5. **Program Advisory committee and Employers.**
   Read program review. Complete and return survey questionnaire.
6. **Graduates.**
   Complete and return survey questionnaire.

C. Act on Review.

7. **Division Chairs.**
   Approve report as submitted by faculty or add personal comments. Submit to associate dean for instruction.
8. **Associate Dean for Instruction.**
   Study review. Return to division chair if further information or clarification is needed. Share and discuss report with Instructional Council as appropriate. Accept or reject recommendations. Act on those recommendations requiring no approval from higher authority. Inform division chairs of recommendations accepted and of actions taken. Approve report as submitted or add comments if desired. Submit to vice-president for academic affairs through the director of curriculum development. Share with campus dean.
9. **Instructional Council.**
   Read review, discuss, advise associate dean for instruction.
10. **Campus Dean.**
    Read review. Discuss with associate dean for instruction. Share and discuss with dean's council as appropriate.

11. **Dean's Council.**
    Advise dean as requested.
12. **Director of Curriculum Development.**
    Identify items in the review that the Curriculum Committee must approve; submit them to the Committee. Submit review to vice-president for academic affairs.
13. **Vice-President for Academic Affairs.**
    Share and discuss with Academic Council as appropriate. Accept or reject recommendations; confer with associate deans for instruction on the. Act on accepted recommendations requiring no approval from higher authority. Submit other accepted recommendations to appropriate higher authority. Inform campus deans of recommendations accepted and of action taken.
14. **Academic Council.**
    Advise vice-president for academic affairs as requested.

PROGRAM REVIEW MASTER SCHEDULE

(Rev. 7-85)

1983-1984 (1988-1989)

Fall
- Office Careers
- Mechanical Engineering Technology
- Cabinet Making

Spring
- Graphic Arts and Printing Technology
- Electrical Construction
- Fire Protection Technology
- Funeral Service Education

1984-1985 (1989-1990)

Fall
- Carpentry
- Music
- Electrical Engineering Technology
- Electronics Services Technology

Spring
- Industrial Engineering Technology
- Occupational Safety and Health
- Machinist Technology
- Cooperative Mid-Management

1985-1986 (1990-1991)

Fall
- Business Administration
- Respiratory Care Technology
- Commercial Art
- Computer Science

Spring
- Air Conditioning
- Heating and Ventilation
- Manual Communication
- Welding Technology

1986-1987 (1991-1992)

Fall
- Aircraft Maintenance Technology
- Architectural Engineering Technology
- General Science
- General Studies

Spring
- Civil Engineering
- Fine Arts
- Horticulture
- Criminal Justice

1987-1988 (1992-1993)

Fall	Computer Information Systems
	Engineering Graphics Technology
	Early Childhood Education
	Motor Vehicle Technology
Spring	Biomedical Equipment Technology
	Petroleum Engineering Technology
	Interior Design
	Radiologic Technology

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PRINCIPLES

* One program per division per year, number of programs permitting.

* No more than one program per division per semester for either campus. Exceptions may be required by division heads and deans.

* No certificate programs based upon associate degree programs; no non-degree programs.

* At least one two-campus program every year.

PROGRAM REVIEW

[Program Title]

SUMMARY SHEET

	Excellent	Adequate	Weak
RELEVANCE			
1. Relevance and Fit	____	____	____
2. Curriculum	____	____	____
3. Market Demand	____	____	____
EFFECTIVENESS			
4. Quality of Faculty	____	____	____
5. Quality of Graduates	____	____	____
6. Facilities, Equipment, Support	____	____	____
COST-EFFECTIVENESS			
7. Expense : Income Ratio	____	____	____
8. Intangible Benefits	____	____	____

Submitted by: _____ _____
Chairman, Faculty Committee Date

Reviewed by: _____ _____
Division Chairman Date

Comments Added? ____ Yes ____ No

Reviewed by: _____ _____
Associate Dean for Instruction Date

Comments Added? ____ Yes ____ No

HIGHLIGHTS SHEET

Program Title:

HEGIS Number:

Degree Awarded:

Campus/Division:

Division Chair:

Lead Instructor:

Full-Time Faculty: Title/Name Rank % Load

Part-Time Faculty: Title/Name Number of Courses Taught

Enrollment:	19xx-xx	19xx-xx	19xx-xx	19xx-xx	19xx-xx
Total:					
Majors (ave.):					
Graduates:					
Finances:	19xx-xx	19xx-xx	19xx-xx	19xx-xx	19xx-xx
Budget:					
SCH Income:					
Ratio:					

SUMMARY OF RECOMMENDATIONS

[Program Name]

I. Relevance and Fit.

II. Curriculum.

III. Market/Student Demand.

IV. Faculty Quality.

V. Satisfaction, Quality of Graduates.

VI. Facilities, Equipment, Support.

VII. Expense/Income Ratio.

VIII. Indirect Benefits.

NARRATIVE

I. Relevance and Fit.

Examine (1) the statement of Mission, Purpose, and Philosophy printed in the General Information section of the College Catalog; (2) the list of 5 Student Outcomes in the History and Overview section of the Faculty Handbook; (3) the introductory statement about the program printed just before the list of required courses for the program in the College Catalog; and (4) the list of program competencies.

1. How well does the program relate to Delgado's mission and goals?

2. Are the program's goals adequately competency-based?

3. Are the program's competencies relevant for students' future (the work place, further education, or personal enrichment)?

4. What changes in program goals and competencies, if any, are needed or desirable?

II. Curriculum.

Examine (1) the list of required and elective courses printed in the College Catalog; (2) the course and program requirements printed in the college catalogs of post-secondary institutions within a 200-mile radius which have a certificate or associate degree with this major; (3) if relevant, the guidelines provided by a licensing authority, accrediting agency, or professional association; (4) program competencies; (5) course competencies and syllabi; and (6) a sample test for each course.

1. How well do the program's courses contribute to attaining the program's goals and competencies?

2. Do the program's courses give the students all of the essential knowledge and skills required to be successful in their future (work, education, or enrichment)? Explain.

3. How is our curriculum different from equivalent certificate and associate degree level curricula at institutions with a 200-mile radius?

4. What is done to ensure that the curriculum is kept up-to-date?

5. How well do we satisfy the curriculum recommendations of licensing agencies, accrediting agencies, and professional associations? (Put NA for programs not regulated by an outside agency other than the Southern Association of Colleges and Schools.)

6. Are textbooks and other instructional materials up-to-date? Explain.

7. What changes in the curriculum do you recommend that will make the program better and more up-to-date?

III. Market / Student Demand.

Examine the most recent edition of (1) the U.S. Department of Labor's Occupational Outlook Handbook and Occupational Projections and Training Data; (2) the Louisiana Department of Labor's Employment Projections: Louisiana and Employment Projections: New Orleans; and (3) enrollment data for the major for each semester of the past five years from the Master Course Summary.

1. Is there a need for people with the training provided by this program in the New Orleans area and Louisiana? Is it decreasing, holding stable, or increasing? (Put NA for non-vocational programs.)

2. About what percent of our graduates are getting jobs in areas related to their majors?

3. Are there other institutions in a 200-mile radius training graduates in this area? If yes, do they train as many as we do?

4. Is the enrollment in program courses during the past five years decreasing, holding stable, or increasing?

5. What other programs require their majors to take courses in this program? In what other programs are majors from this program required to take courses?

6. Are there developments in the local area and state which will decrease or increase the demand for graduates of this program in the next five years? If yes, please explain them.

7. What do you recommend be done that will increase the demand for our graduates of this program? Who should do it?

IV. Faculty Quality.

Examine (1) all full- and part-time faculty resumes; and (2) summaries of student evaluations of instruction for the past five years.

1. What percent of all sections have been taught by part-time faculty in each of the past five years. Is this ratio a good one for the program?

2. What are the special competencies of the faculty? Be specific.

3. What do the faculty do to maintain their skills in the occupation or subject that they teach?

4. What evidence do we have that the faculty members are good teachers?

5. What do the faculty do to improve their skills as teachers?

6. What strengths or competencies not yet possessed by current faculty would improve the program?

V. Satisfaction, Quality of Graduates.

Mail the attached surveys to graduates and advisory committee members; examine the returns.

1. How satisfied are graduates of the program? Are they employed in an area related to their major? How well has it prepared them to do their present job?

2. What do graduates of the program see as the program's strengths?

3. What do graduates of the program see as the program's weaknesses?

4. What do advisory committee members see as the program's strengths?

5. What do advisory committee members see as the program's weaknesses?

6. If relevant, what percentage of the program's graduates pass the state or national licensing examination during each of the past five years?

7. What recommendations do graduates and advisory committee members make for improving the program?

VI. Facilities, Equipment, Support.

1. How do facilities for the program compare to those of institutions with equivalent programs?

2. Are the equipment and supplies used for instruction up-to-date?

3. What facilities, equipment, and supplies are needed to improve the the program? Explain.

4. Given the fiscal restraints we must live with, is the amount of money spent for travel, supplies and equipment to support the program in the past five years about right ? What additional sums per budget category are needed? Why?

VII. Expense : Income Ratio.

Examine (1) the divisional instructional budget (program instructional budget printout if that is being produced); and (2) enrollment data from the Master Course Summary for each semester of the past five years.

1. Estimate from the last academic year's budget the amounts by budget category (personnel, travel, supplies, equipment, operating services) spent for this program. List the amount for each budget category and the total for the program. Repeat for each of the previous four years.

2. List the total SCH's produced by major courses in this program for the past academic year (fall plus spring); list the amount paid by the state per SCH for the past academic year; multiply the two to produce the program's total SCH income for the year. Repeat for each of the previous four years.

3. Obtain the expense : income ratio by dividing the program budget total by the SCH income for a year. Express the ratio for that year as 1 to the quotient. Repeat for each of the previous four years.

4. Explain any factors that are likely to change the expense : income ratio upwards or downwards in the next five years.

5. If the expense : income ratio is more than 1 : .80 in the past two years, explain why it had to be that way or what can be done to change it.

VIII. Indirect Benefits.

1. In what ways does this program benefit the College?

2. In what ways should the program benefit the College that it is not doing?

PROGRAM REVIEW APPENDICES

A. List of Other College Curricula Examined.

B. Program Requirements.

C. Course Descriptions.

D. Course Syllabi.

E. Faculty Resumes.

F. Advisory Committee Survey Returns.

G. Graduates Survey Returns.

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